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ABSTRACT

This report describes a project on the implementation of authentic assessment methods in order to show an authentic picture of students' progress and abilities. The targeted population consisted of approximately 40 eighth grade students in 2 classes in a suburb of a major midwestern city. The problems with current assessment methods were documented through data that revealed student test anxiety, a grading system that does not reflect student knowledge in a subject matter, a lack of student self-evaluation, and lack of student involvement in criteria development. Analysis of probable cause revealed that many teachers in the targeted school are not using authentic assessment methods. Data also revealed that many students experienced test anxiety and had not been exposed to authentic assessment methods. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of an intervention: the implementation of authentic assessment methods such as rubrics, checklists, portfolios, journals, logs, performances, graphic organizers, reflections, teacher made tests, and student self-assessments used to evaluate three reading units. Postintervention data indicated that students liked being graded with authentic assessment methods such as rubrics and checklists, but continued to express an overwhelming opinion that grades are the most important part of assessment. Seven appendixes contain cover letters, survey forms, and other documents used in the study. (Contains 4 tables, 15 figures, and 23 references.) (SLD)

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AUTHENTIC ASSESSMENT: CHANGE FOR THE FUTURE

Dimitra Bullens

An Action Research Project Submitted to the Graduate Faculty of the School of Education in Partial Fulfillment of the Requirement for the Degree of Master of Arts in Teaching and Leadership

Saint Xavier University & SkyLight Professional Development

Field-Based Masters Program

Chicago, Illinois

May, 2002

TM034377

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ABSTRACT

This report describes a project on the implementation of authentic assessment methods in order to show an authentic picture of students' progress and abilities. The targeted population consisted of eighth grade students in a suburb of a major midwestern city. The problems with the current assessment methods have been documented through data that revealed student test anxiety, a grading system that does not reflect student knowledge in a subject matter, a lack of student self-evaluation, and lack of student involvement in criteria development.

Analysis of probable cause data revealed that many teachers in the targeted school are not using authentic assessment methods. Data also revealed that many students experience test anxiety and have not been exposed to authentic assessment methods.

A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of an intervention: the implementation of authentic assessment methods such as rubrics, checklists, portfolios, journals, logs, performances, graphic organizers, reflections, teacher made tests, and student self-assessments used to evaluate three reading units.

Post intervention data indicated that students liked being graded with authentic assessment methods such as rubrics and checklists, but continued to express an overwhelming opinion that grades are the most important aspect of assessment.

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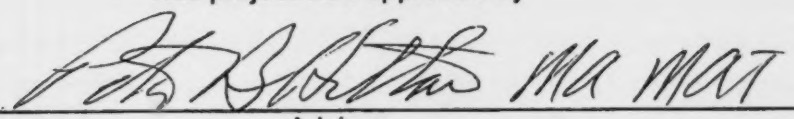

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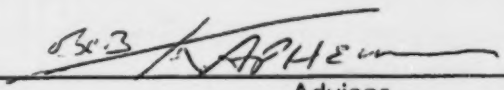

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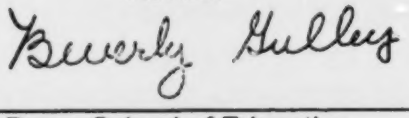

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CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

Authentic Assessment: Change for the Future

The students of the targeted eighth grade class are not adequately assessed. Evidence for the existence of the problem includes test anxiety experienced by students, teacher observation of a discrepancy between student demonstrated ability and student test performance, teacher questionnaires detailing methods of assessment used, and parent surveys measuring satisfaction of the current grading system.

Immediate Problem Context.

The school is located in a suburb of a major midwestern city. It is a middle school, as reported in the Report to Taxpayers Report Card, on September 30, 2001, was comprised of 366 sixth, seventh, and eighth grade students. The school population consisted of 46.4% Black, 41.8% White, 8.7% Hispanic, and 3.0% Asian/Pacific Islander.

Low-income is defined as students who "come from families receiving public aide, may live in institutions for neglected or delinquent children, may be supported in foster homes with public funds, or may be eligible to receive free or reduced-price lunches" (Report to Taxpayers

Report Card, 2001-2002, p. 12). The student population categorized as low-income was 22.7%. For our purposes, limited-English proficient students "include students whose first language is not English and who are eligible for transitional bilingual education" (Report to Taxpayers Report Card, 2001-2001, p. 12). The limited-English proficient population was 4.4%.

The school's attendance is compared against a perfect attendance rate of 100%, which indicates that all students attended school every day. During the 2000-2001 school year the attendance rate was 94.9%. The student mobility rate is based on the number of students who enroll in or leave a school during the school year. The mobility rate during this school year was 11.6%. Chronic truant students are students who were absent from school without valid cause for 10% or more of the 180 school days. The chronic truancy rate was 0.8%.

The targeted classroom is very large and bright. Examples of students' projects are displayed on a table in the back of the classroom. Motivational posters and banners on the topic of reading, character development, and writing skills are hung throughout the room. A word wall with about 300 vocabulary words from the vocabulary units adorns the back wall of the classroom in fluorescent cardboard strips. A reading postcard for each novel each student has read is also displayed on the wall. There is one computer in the back of the classroom that is used by each student to take Scholastic Reading Counts novel tests twice each quarter.

The targeted group is composed of six classes. The day begins at 8:02 AM with home room which runs for three minutes. There are two minute passing periods. Periods one through three are reading classes. Periods four, six, and nine are language arts classes. Period five is the eighth grade lunch period. Period seven is the teacher's individual plan and period eight is the eighth grade team plan period. During the teacher's plan period, students attend exploratory

classes such as health, gym, computers, industrial arts, home arts, music, or art. The day ends after a three minute PM home room at 2:40.

Time devoted to the teaching of core subjects is the average number of minutes of instruction per five-day school week in each subject area divided by 5. The school devotes forty minutes to the teaching of each of the core subjects: reading, language arts, mathematics, social studies, and science. Each student takes physical education three quarters a year and health one quarter per year. Both of these classes are forty minutes in length five days a week. Students each have an exploratory class one period each school day. Exploratories include industrial arts, home arts, computer, art, and music. Students change exploratories each quarter.

The school has a Title I program in place. The program is funded under Title I of the Federal Educational Consolidation and Improvement Act. This program provides supplemental and individual instruction to students who are achieving below grade level in reading, language arts and/or mathematics.

In order to assist students who are not fluent in English, the school maintains a Transitional Program of Instruction (TPI) to serve potentially English proficient (PEP) students. The goal of the TPI is to enable PEP students to become effective communicators of the English language.

The school also has a gifted program called Challenge. The Challenge Program involves students in grades three through eight. Scores from the Cognitive Ability Test, Iowa Tests of Basic Skills, and scores from the Gifted Evaluation Scale are used to determine eligibility into this program. Each class meets once a week for eighty minutes. Students are pulled out of core classes for the Challenge Program.

There are many extracurricular activities that students can choose to become involved in. The sports programs available to students include girls and boys softball, basketball, and volleyball teams. Cheerleading is offered to the girls for the boys basketball season. Both the sports teams and the cheerleading squad are chosen through tryouts. Students ability to perform the sport as well as academic and behavior records are taken into consideration. The school also offers band, chorus, student government, literary magazine committee, speech and drama teams, computer club, art club, and math Olympiad.

In order to assist struggling student, the school maintains a program called Academic Recovery. Students who receive a grade point average of lower than 2.0 on a report card, must report to an assigned room after school twice a week for forty five minutes. The students must use that time to complete homework, catch up on missing assignments, or study for tests. Students may be exited from Academic Recovery if they improve on the next report card and receive a grade point average of 2.0 or higher. The school recently began a Homework Club that is run on the same days as Academic Recovery that is open for any student who wishes to attend to complete his or her work or study.

The reading program used by the school is the Prentice Hall Literature series. This series includes short stories, poetry, novels, drama, and non-fiction selections. Within the reading

program, all students are required to independently read two novels per quarter, totaling eight per year. Scholastic Reading Counts, a computer quiz program, is used to measure comprehension for the required novels. Students must read books from a list consisting of about three thousand of the most popular and award-winning novels and then complete a computerized test in which they must answer ten to thirty questions. The program is updated several times a year as tests become available for new titles. The test is designed to measure the students' comprehension and recollection of the book's content. This program was put into effect school-wide in August of 2000. Read magazine is supplemented in the reading program. All reading and language arts classes receive two issues per month. The magazine provides information about current news and issues and engages students through puzzles and plays. Novels are used in the reading program to a great extent throughout the school. The sixth grade reading classes use novels in conjunction with reading workshop. Seventh and eighth grade reading classes read approximately three to four novels per year as part of the reading curriculum. The eighth grade attempts to integrate novel selections with the social studies curriculum.

The school year is divided into four quarters with 10 weeks in each quarter. Mid-term deficiencies are sent out for students who are receiving a D or F in any subject during the fifth week of each quarter. Report cards are sent home with students at the end of each quarter. Report cards include letter grades and comments on academic and social performance. Student's GPA is calculated and appears on his or her report card.

The school uses a general A+ through F grading scale, with the following ranges: 100-99 A+, 98-95 A, 94-93 A-, 92-90 B+, 89-85 B, 84-83 B-, 82-80 C+, 79-73 C, 72-70 C-, 69-67 D+, 66-63 D, 62-60 D-, 59-0 F.

Each year, the school develops a plan for improvement. As stated in the Report to Taxpayers Report Card, the following areas were cited as part of the 2000-2001 plan:

> To promote effective communication and involvement with parents and the larger community regarding programs, services and activities offered at the school. To review the results of the ISAT testing and the IOWA Tests of Basic Skills to develop strategies for curriculum improvement in the content areas. To continue to promote, through the Advisory Program, a school community which fosters character development, problem solving methods, and pride in our school. To continue the development of the school improvement plans with an emphasis on curriculum alignment and enhancement and inter-disciplinary units of study. To promote increased student achievement in all academic areas. To promote opportunities for staff development which will enhance building and interdepartmental articulation and communications.

The Surrounding Community

The school district is an elementary district and is comprised of a total population of 1,283 pre-kindergarten through eighth grade students housed in four elementary schools and one middle school. The district population, as reported on September 30, 2001, was 43.6 % Black, 39.4% White, 11.5% Hispanic, and 5.4% Asian/Pacific Islander. The population of students in the district who are categorized as low-income amounted to 26.6%. Six percent of district students are considered limited-English-proficient. As a whole, 94.8% of students in the district attended school every day. The district had a 16.6% mobility rate and a 0.3% chronic truancy rate. The percentage of personal contact between parents and school staff was 97% for the district. The pupil-teacher ratio was 16:1. The pupil-administrator ratio was 183.3:1. The

classroom teachers of the district consisted of 94.2% White, 2.3% Black, 1.2% Hispanic, 1.2% Asian/Pacific Islander, and 1.2% Native American. Of the 85 classroom teachers in the district, 16.2% were male and 83.8% were female. The average teacher experience was 12.3 years. Fifty six point two percent of district teachers had a bachelors degree, and 43.8% had a masters degree or beyond. The average teacher salary was $42,354. The average administrator salary was $85,005. The instructional expenditure per pupil was $ 4,649 while the operating expenditure per pupil was $ 7,679.

According to the 2000 Census, the surrounding community of the school had a population of 15,688 residents of which 7,441 (47.4%) were male and 8,247 (52.6%) were female. There were 7,632 households in the community. Of those households, 44.8% were owner-occupied units and 55.2% were renter-occupied units. The median income for a family in the community was $58,093. The median value of homes in the community was $125,000. The governmental structure consisted of a commission form of government that includes a mayor, four commissioners, a village administrator and a village clerk. The median age in the community was 35.7. The racial/ethnic make up of the community consisted of 56.1% White, 31.2% Black, 6.8% Asian%, 5.8% Hispanic and 0.1% Hawaiian or Pacific Islander. In terms of education level, 6.7% of the population had attained less than a 9th grade education, 25.3% had graduated high school, 21% had some college experience, 19.8% had a bachelor degree, and 5.6% had attained an associate degree. Of the community residents, 10.6% had graduate degrees. Sixty-eight point eight percent of the community members were employed, while 28.5% were not in the labor force and 2.7% were unemployed. The community has a public library and a community center that offers many after school programs for children such as tutoring, homework club, and

recreation center. The park district offers baseball, softball, and soccer leagues and has an extensive new aquatic center.

National Context of the Problem

With a rapidly changing society, new goals are continually being established in education. The need for students to be skilled in problem solving and creativity has created a need for a restructured school that utilizes different methods of assessment. Standardized tests have become irrelevant in measuring the dynamic skill of thinking. Costa and Kallick claimed, "what is inspected is what is expected, what you test is what you get" (Costa & Kallick, 1992, p. 275). The California State Department of Education Curriculum Assessment Alignment Conference states that there is a "nationwide surge to go beyond the bubble of standardized, norm-referenced, computerized testing" (as cited by Costa & Kallick, 1992). In order to be prepared for the future, schools will need to focus on goals such as "problem solving, organization of an overabundance of technologically produced information, cooperativeness and team building" (Costa & Kallick, 1992, p. 275). In 1992, Ferrara and McTighe also reported that a major educational goal for the information age is the teaching and development of student thinking abilities and application of knowledge. The methods of assessments used must conform with these new goals.

It is very important for students to know what standards they are held to and be able to transfer learned information. Students need to be able to internalize external standards and expectations for good work, understand exactly how to make changes in order to meet standards, and learn how to communicate with teachers in regard to these standards. Traditional methods of instruction and assessment do not create an environment conducive to these goals (Kallick, 1992). Transferring knowledge from one situation to another is one of the most important skills

students can possess. Authentic observation of transfer behavior and not a paper-pen test is the most effective way to measure transfer (Fogarty, 1992).

Jay McTigue believes that assessment is a coaching tool that should promote learning, and "not just measure it" (as cited by Wormeli, 2001). Good assessment gives students regular feedback and guides learning. Wormeli asserts, "the goal of learning should never be a mystery" (Wormeli, 2001). Traditional methods of assessment do not support the needs of learners as true assessment should (Wiggins, 1990).

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

In order to document the existence of an inadequacy in assessment, questionnaires were created by the researcher. (Appendix A) Students, parents, and teaching staff were asked about their knowledge and experience with authentic assessment methods.

Of the 41 students in two classes studied, 26 were involved. Students responded to a survey of ten questions involving their experiences with the use of authentic assessment methods and attitudes towards grades. Students were asked ten questions:

1. Are grades important to you?
2. Do you think the grades on your report card reflect what you know about a subject?
3. Which of the following methods have you ever been evaluated with? Check all that apply: book tests, rubrics, journals, logs, projects, performances, reflections, graphic organizers, checklists, portfolios, student created rubrics, teacher made tests.
4. If you could replace a traditional test with one of the items below, (write a song, write and perform a skit, use graphic organizers, make a collage or drawing) do you think that you would be better able to show what you know about a subject?

5. Is it important to you to know ahead of time exactly what you will need to know for a test or what you will be graded on for an assignment?

6. Do you ever feel nervous before a test?

7. Do you ever redo your work in order to improve upon it?

8. Have you ever evaluated (graded) yourself on an assignment?

9. Have you ever been involved in deciding what the class will be graded on for an assignment?

10. Do you think about different ways to improve in a subject area?

Table 1

Responses to student survey questions.

	Yes	Percentage	No	Percentage
Question 1	26	100%	0	0%
Question 2	14	54%	12	46%
Question 4	17	65%	9	35%
Question 5	26	100%	0	0%
Question 6	26	100%	0	0%
Question 7	20	77%	6	23%
Question 8	18	69%	8	31%
Question 9	14	54%	12	46%
Question 10	24	92%	2	8%

It can be said of the students surveyed that all believe that grades are important. Table 1 shows students' responses to survey questions. Students expressed an overwhelming opinion that grades have great meaning as 100% of the students studied stated, in question number one, that grades were important to them. This perception of grades may stem from various sources.

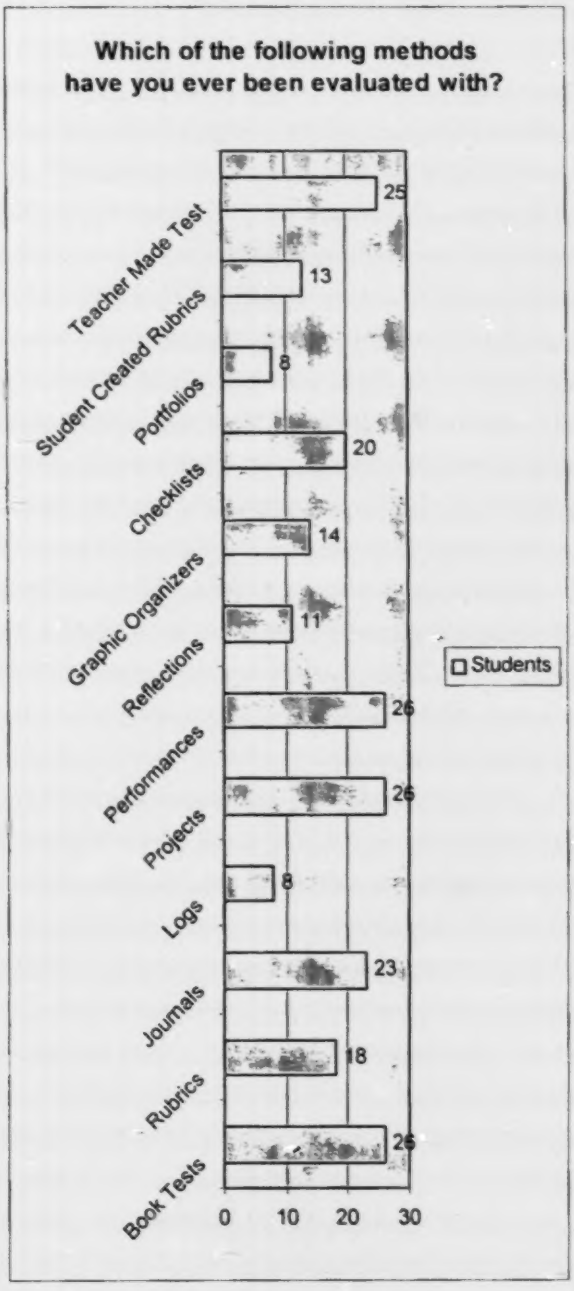

Figure 1. Responses to student survey question number three.

The importance of good grades is emphasized by most parents, teachers, as well as society in general. At the school site, like in most schools, there is great emphasis placed on the achievement of good grades. Students internalize the meaning and importance of grades when they receive their first report card as early as 1st grade. A quarterly awards assembly awards students who achieve honor roll status (minimum 3.0 GPA).

In response to question number two, 54% of students stated the grades they receive on their report cards do, in fact, show what they know about a subject, while 46 % stated that report cards do not demonstrate their knowledge. Students are limited to the evaluation given by a teacher in order to demonstrate their knowledge in a subject. Some student may know material well, but still do poorly on an evaluation. These grades make up the report card grades.

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A summary of responses to question number three is presented in Figure 1. One hundred percent of students surveyed said that they have been evaluated using book tests, projects, and performances. This finding is expected as most teachers use the tests that accompany the curriculum. Sixty-nine percent stated that they had been evaluated with rubrics and 88 % have been evaluated using journals. Only 31% expressed having been evaluated with logs. Forty-two percent of students had been evaluated using reflections and 54% of students have been evaluated with graphic organizers. Seventy-seven percent of students have been evaluated using checklists while only 31% have been evaluated with portfolios. Fifty percent of students have been evaluated with student created rubrics and 96% with teacher made tests. Based on this data, it appears that the students studied have had minimal experience with authentic evaluative methods such as rubrics, logs, reflections, and portfolios. While 96% of students stated that they have been evaluated with teacher made tests, most tests that are created or written by teachers lack higher level thinking skills and multiple modality options.

In response to question number four, Table 1 indicates that 65 percent of the students studied believed that they would be better able to show what they know about a subject by replacing a traditional test with any one of the following: write a song or poem, write and perform a skit, use graphic organizers, make a collage or drawing. When asked if he or she ever feels nervous before a test, in question number five, 100% of students answered yes. These finding lead the researcher to believe that the students being studied have a degree of test phobia or anxiety. This anxiety may stem from uncertainty of material being tested, failure to study, inability to express ideas in test format.

In response to question six, when asked if it is important to be informed ahead of time of exactly what information one will need to know for a test or how an assignment will be graded, 100% of students answered yes. While all students claimed to want and need this information, traditional assessment methods do not offer students this information.

Students responses were varied in answering the survey questions. In response to question number seven, 77 percent of students stated that they redo their work in order to improve on it. When asked, in question number eight, if they have ever evaluated themselves on an assignment, 69% of students stated that they had. Fifty-four percent of students stated, in question nine, that they have been involved in deciding what the class will be graded on for an assignment. Ninety-two percent of students, responding to question ten claimed that they think about different ways to improve in a subject area.

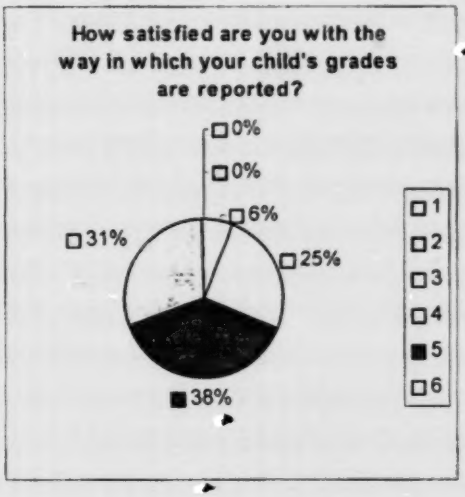

Figure 2. Responses to question number one of parent survey.

A questionnaire consisting of five questions was completed by 16 parents in order to gauge their perception and feelings toward the current grading system. A summary of responses is presented in Figures 2 through 6.

In question number one, parents were asked to rate (1 meaning not at all satisfied and 6 meaning extremely satisfied) their satisfaction with the way their child's grades are reported.

Figure 2 shows that 38% chose a rating of 5, 31% a rating of 6, 25% a rating of 4, and 6% a rating of 3. In question number two, parents were asked to rate how meaningful report card grades are in giving information on their child's progress in school. Figure 3 depicts that 50% chose a rating of 6, 25% a rating of 4, 19% a rating of 5, and 6% a rating of 2.

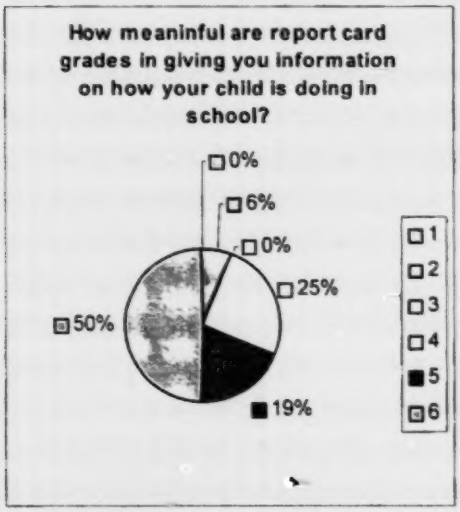

Figure 3. Responses to question number two of parent survey-1 signifies not at all satisfied and 6 signifies extremely satisfied.

The majority of parents appear to be very satisfied with the current grade reporting system. Parents may not be aware of other methods of assessment or grading and therefore feel that the current grading system is adequate.

When asked to rate how helpful it would be to know the specific skills their child still needs to learn in each subject, Figure 4 indicates that 88% chose a rating of 6, 6% a rating of 5, and 6% a rating of 4. While parents appear to be satisfied with the current grading system, it is evident that they would welcome more specific information about their children's progress. Figure 5 shows that 63% of parents believe that the grades their child receives on a report card adequately reflects what he or she knows about a subject. Parents usually put full trust in teachers to report a grade that gives an accurate picture of a student's progress. Therefore, a reported grade has great meaning for a parent as he or she believes that it reflects their child's full

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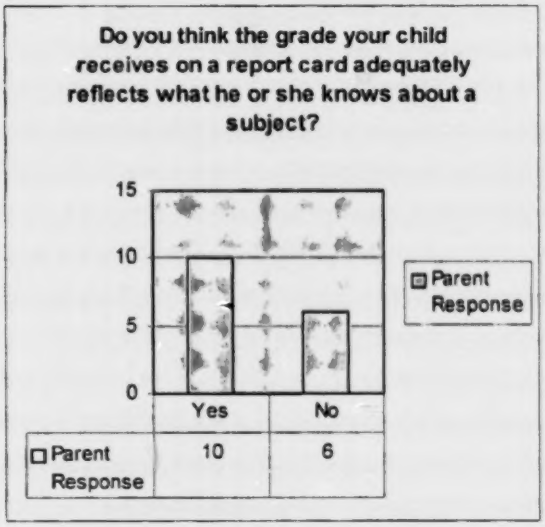

knowledge in the subject. As indicated in Figure 6, 75% of parents stated that they are not aware of other methods of evaluating student progress that may be different than the current letter grading system.

Figure 4. Responses to question number three of parent survey-1 signifies not at all satisfied and 6 signifies extremely satisfied.

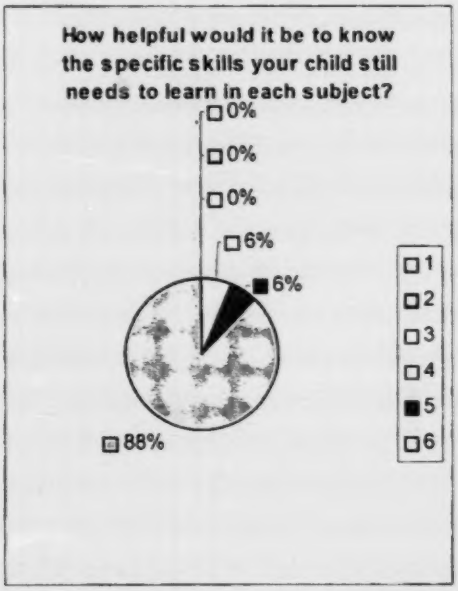

Figure 5. Responses to question number four of parent survey.

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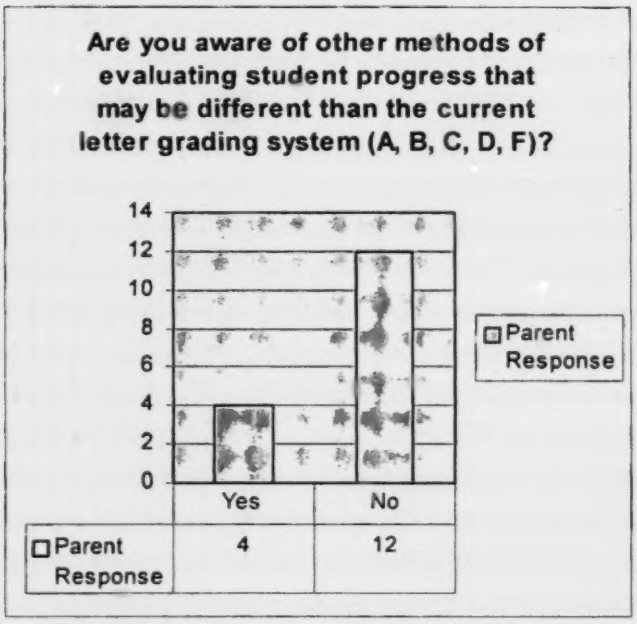

Figure 6. Responses to question number five of parent survey.

Teaching staff at the school completed a questionnaire which assessed the methods of assessment they have used in the past, currently use, as well as their knowledge level of various authentic assessment methods.

As presented in Tables 2 and 3, 76% of the surveyed teaching staff have used book tests as a form of assessment at some point in their teaching careers, while 47% currently use this method. Forty-seven percent have used rubrics, while only 41% currently use the method. Fifty-three percent have used journals as a form of assessment, but only 24% currently use journals in this way. While eighteen percent of teachers have used logs as an assessment method, 12% currently use it in this manner. Eighty-eight percent have used projects, but only 76% continue to use it for assessment purposes. Seventy-six teachers reported using performances as evaluation tools at some point in their careers, while 47% claim to currently use it in this way.

Thirty-five percent have used graphic organizers, but only 6% currently use them as assessment tools. Wile forty-one percent of teachers have used checklists for assessment purposes, 18% currently use them. Twenty-four percent of teachers have used portfolios, while only 12% currently use them as assessment tools. Ninety-four percent of teachers use teacher made tests, with 82% claiming to currently use this type of test as a form of assessment. Forty-seven percent of teachers have used student self-assessments, while only 18% currently use it for assessment purposes. Twenty-four percent of teachers claimed to have used reflections as evaluation tools at some point, but only 12% reported using it at the present time. None of the surveyed teachers reported having used student created rubrics as a form of assessment in the past or currently.

Table 2

Responses to question number one of teaching staff questionnaire. Teaching staff surveyed who have used authentic assessment methods in their classroom at some point in time.

Book Tests	76%
Rubrics	47%
Journals	53%
Logs	18%
Projects	88%
Performances	76%
Graphic Organizers	35%
Checklists	41%
Portfolios	24%
Student Created Rubrics	0%
Teacher Made Tests	94%
Student Self-assessments	47%
Reflections	24%

Table 3

Responses to question number two of teaching staff questionnaire. Teaching staff surveyed who currently use authentic assessment methods.

Book Tests	47%
Rubrics	41%
Journals	24%
Logs	12%
Projects	76%
Performances	47%
Graphic Organizers	6%
Checklists	18%
Portfolios	12%
Student Created Rubrics	0%
Teacher Made Tests	82%
Student Self-assessments	18%
Reflections	12%

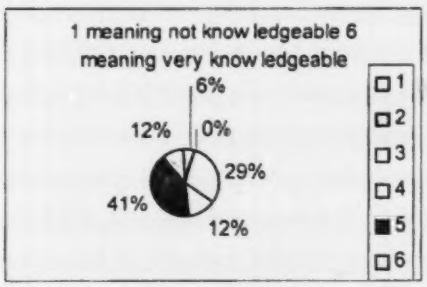

Figure 7. Teaching staff's knowledge level of rubrics as assessment tools.

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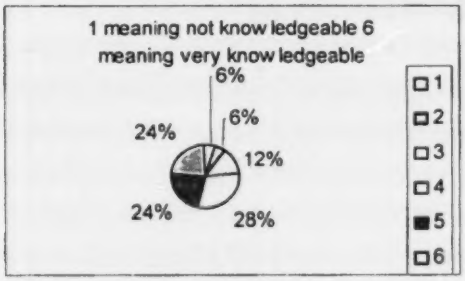

Figure 8. Teaching staff's knowledge level of journals as assessment tools.

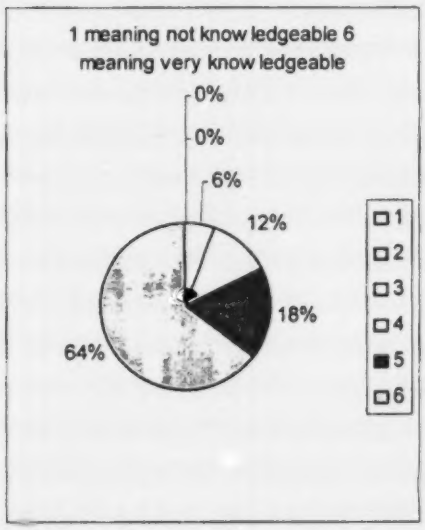

Figure 9. Teaching staff's knowledge level of projects as assessment tools.

The teaching staff was asked to rate their knowledge level on the use of various methods as assessment tools. Figure 7 indicates that on a scale of one to six,1 meaning not knowledgeable and 6 meaning very knowledgeable, 65% of teachers rated their knowledge level of rubrics as assessment tools a four, five, or six. As shown in Figure 8, 76% of teachers rated their knowledge of journals as a four, five, or six. Figure 9 indicates that 94% gave the same rating for the use of projects as assessment tools. Sixty-five percent of teachers also offered four, five, and six ratings in their knowledge of checklists, as shown in Figure 10. Figure 11 indicates that 59% of teachers rated their knowledge of portfolios as a four, five, or six. Figure 12 shows that 100% of teachers rated their knowledge of teacher made tests as a four, five, or six. Eighty-two percent gave the same ratings for performances, as evidenced by Figure 13. Figure 14 indicates that 47% of teachers offered

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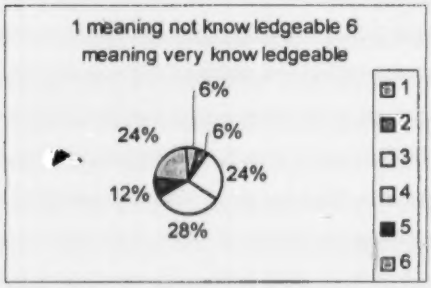

Figure 10. Teaching staff's knowledge level of checklists as assessment tools.

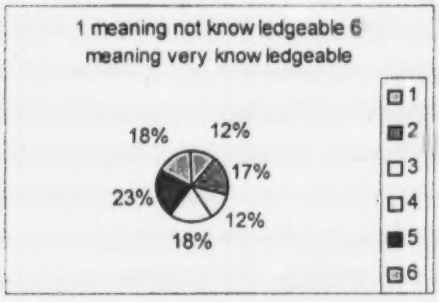

Figure 11. Teaching staff's knowledge level of portfolios as assessment tools.

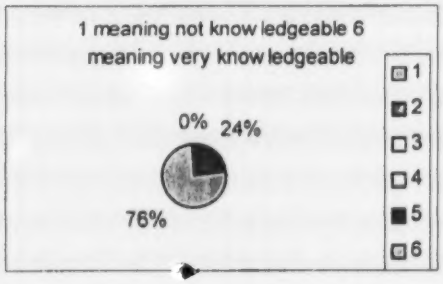

Figure 12. Teaching staff's knowledge level of teacher made tests as assessment tools.

ratings of four, five, or six in the use of logs, and 12% in the use of student created rubrics as shown in Figure 15. It appears that many of the teachers surveyed have used the mentioned methods of assessment at some point in their teaching careers, but fewer currently use these methods. Teachers claimed to have a reasonable knowledge level of the use of many of the authentic assessment methods, but fail to use them. Many teachers may have knowledge of the various methods, but may be unaware that these methods can be used as assessment tools. Book tests and teacher made tests appear to be the most frequently used and the most traditional. This information points to the need for the use of more authentic methods of assessment at the site.

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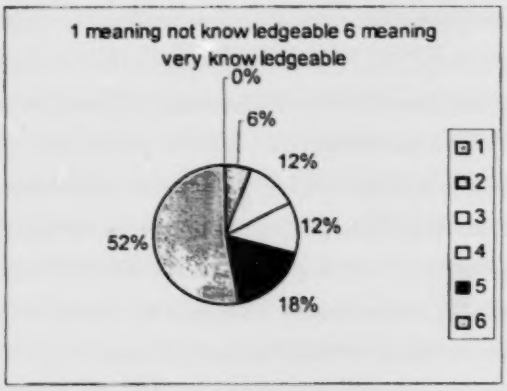

Figure 13. Teaching staff's knowledge level of performances as assessment tools.

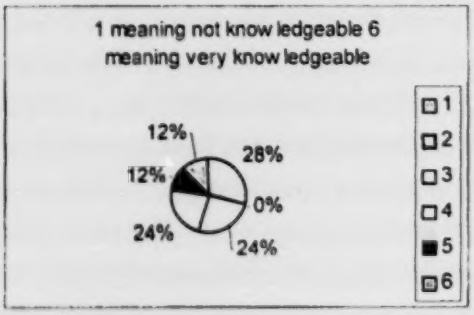

Figure 14. Teaching staff's knowledge level of logs as assessment tools.

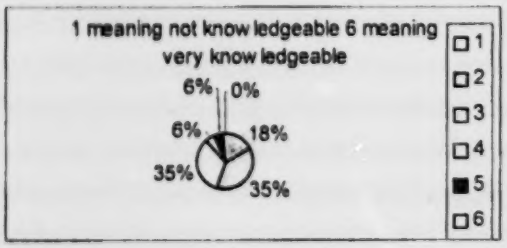

Figure 15. Teaching staff's knowledge level of student created rubrics as assessment tools.

There is a need for the implementation of authentic methods of assessment at the proposed site for many, varied reasons. Students at the site appear to experience test anxiety. This may be caused by the secrecy of tests. Students expressed the desire to be informed ahead of time of the requirements and grading scales for assignments and tests. Some of the teaching staff at the site is not aware of and/or does not use authentic assessment methods. Parents need to be informed of other ways to assess students such as the use of portfolios.

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There is a need for authentic methods of assessment in school systems today. Assessment is typically equated with grades, as most school systems utilize an A through F scale. It is a difficult task to attempt to pull together everything a student knows into a single letter grade. Students are affected in so many ways because of the grades they receive and yet grades are, in most cases, arbitrary and meaningless (Burke, 1999). Wiggins claims that a letter grade does not always equate learning. The use of grades in teaching and learning lead students "to believe that learning is cramming; teachers come to believe that tests are after-the-fact, imposed nuisances composed of contrived questions-irrelevant to their intent or success" (Wiggins, 1990, p. 2). The need for more authentic methods of assessment stems from the need for teachers to improve instruction as well as for students to improve performance.

Most times, students are not informed of the requirements or criteria for learning. They are not informed of what they will be expected to know or do until after the instruction of material. In his article, *Aim for More Authentic Assessment*, Wormeli (2001) states that students should never have to inquire about what is going to be on a test. He further states that "good assessment defines that goal at the beginning, not the end" (Wormeli, 2001, p. 25). The goal of authentic assessment is to overcome the secrecy of this information. In using AA, students are informed of the standards that they will be graded on ahead of time. To reveal final grades to students after the fact when material has been taught and tested does not allow for reflection and often results in frustration in both teachers and students. Maksimowicz expresses, "we need to be clear about what skills we want our middle level students to perform and then arrive at a scale with descriptors that will define very specifically at what level of success students are performing" (1993, p. 9). Wiggins (1990) states that in colleges and professional arenas,

performance standards are known in advance. In preparing students for the real world, educational methods of evaluation should coincide with methods in the work environment. Traditional methods of assessment have failed to do this.

While most evaluations are completed at the culmination of a unit, assessment should be a process that is continual as its purpose is to assess students' progress in order to help them meet learning standards (Burke, 1999). Maksimowicz states that "assessment is needed to assist the teacher, as well as the students, in knowing what was learned or what was not learned and needs to be re-taught" (Maksimowicz, 1993, p. 9). True assessment is needed to guide the curriculum process. McTigue has said that assessment should not only measure learning, but promote it (as cited by Wormeli, 2001).

While standardized testing has long been criticized, it continues to be used by educators as well as policy makers because it can be measured. These measurements are then used "to compare students, schools, districts, states, and countries" (Burke, 1999, X). Standardized tests often show that students do not know very much. The format used in these such tests are typically multiple choice, which provide only one method of demonstrating knowledge. Authentic methods of assessment such as rubrics, checklists, portfolios, and reflections provide a more accurate picture of what students know because the vehicle by which their knowledge is demonstrated is varied, thereby allowing more students to be successful. Biemer states in her article, *The Changing Curriculum*, through using authentic methods of assessment, students can show that they do know a great deal and can make great accomplishments (1993, p.1). Assessment is not only about measuring what someone know but their ability to use learned

skills. Costa states that while there is no one method of assessment that is superior to others, the use of various forms of assessment is proving to be the best practice (as cited in Burke, 1999).

Hills claims that a prominent cause of assessment problems lies in the lack of training received by teachers. Courses in assessment are not always required in some colleges and universities. Based on his experiences with education students, Hills further states that many students in the assessment classes are not able to construct higher level test questions, which is an important aspect of authentic assessment. Stiggins (1991) has also found that many teachers do not receive adequate training in methods of assessment (as cited in Ferrara & McTighe, 1992). Maksimowicz (1993) recommends that professional development opportunities on the development of authentic learning experiences be provided for teachers.

Hills also blames teachers who integrate discipline and assessment by assigning grades for behavior such as late work, missing supplies, or tardiness to class. Hills (1991) clearly emphasizes, "grades should not be used for disciplinary purposes. If a grade is altered as a way of inflicting punishment, it not longer accurately reflects academic achievement, and its proper meaning is destroyed" (as cited in Burke, 1999).

Ferrara and McTighe state that because thinking skills have become a major educational goal for the information age, teachers must engage their students in endeavors that go beyond the "old school" method of fact memorization. This such classroom emphasizes, "active learning, involving students in working together to examine issues, solve problems, and communicate ideas" (Ferrara & McTighe, 1992, p. 337). The role of the teacher changes as authentic methods of instruction require teachers to become facilitators rather than administrators of information. The methods of assessment must, therefore, change to fit authentic tasks.

In his article, *Evaluation: A Collaborative Process*, Kallick (1992) claims that students need to be involved in, and take ownership of, the evaluation process. For work that "requires the student to be the producer of knowledge rather than the reproducer of knowledge" students need to have opportunities for discussion and reflection; this is a major component of authentic teaching and assessment. Through collaborative processes, students will discuss and understand the standards and expectations in order to improve their work. Students must also internalize the standards and develop internal motivation for meeting the set criteria and producing high-quality work. In his article, *Reassessing Assessment*, Kallick and Costa reconfirm the idea of students being internally motivated and self-evaluative. Kallick and Costa urge, "if students graduate from our schools still dependent upon others to tell them when they are adequate, good, or excellent, then we've missed the whole point of what education is all about" (1992, p.280). They further explain that the principal purpose of assessment is for students to become self-evaluating. New, authentic methods of assessment must be introduced in order to accomplish this goal.

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

In most schools, the idea of assessment leads most to think of tests, grades and report cards. Parents, teachers and students alike have a misconstrued view of the final outcome of the educational process. Many are so overly focused on letter grades and standardized test scores that the true essence of learning is often left out of the equation. High scores do not always mean that students have mastered the necessary skills needed for the future. With a changing society, the skills that will foster a successful future cannot be measured using traditional testing procedures. In response to this dilemma, research has been prevalent in the area of authentic assessment.

Kerka (1995) stated that "assessments are authentic when they have meaning in themselves-when the learning they measure has value beyond the classroom and is meaningful to the learner" (p.4). Authentic assessments can be designed to resemble real life experiences which are valuable and relevant to students. Traditional and most commonly used methods of assessment such as pencil-paper and standardized tests only show that a student has mastered lower level thinking skills such as recalling information. Authentic assessment presents tasks to the student such as "conducting research, writing, revising and discussing papers, and

collaborating with others" (Wiggins, 1990, p. 2). Contrary to these methods, traditional methods of assessment limit the student to "one answer questions" (Wiggins, 1990, p. 2). Custer, Lazar and Bean, Reif, Rudner and Boston's study states that other tools used in authentic assessment included:

> checklists (of learners goals, writing/reading progress, writing/reading fluency, learning contracts, etc.); simulations; essays and other writing samples; demonstrations or performances; intake and progress interviews; oral presentations; informal and formal observations by instructors, peers, and others; self-assessments; and constructed-response questions (as cited in Kerka, 1995, p.1).

New methods of assessment such as "writing samples, material manipulation, open-ended multiple answer questions, portfolios, performances, and exhibitions" have been examined by state departments of education in a number of states (Costa & Kallick, 1992, p. 276). The findings have shown that these methods are more valuable than the established methods of assessment in many ways. Costa and Kallick found that these methods of assessment involve situations where "real problem solving and creativity are demanded and they allow teachers to more accurately diagnose students' abilities" (1992, p. 277). These methods of assessment take place "during instruction rather than after instruction is completed" (Costa & Kallick, 1992, p. 277). By being assessed throughout the process of learning, students have an opportunity to reflect upon their work and evaluate themselves; this is vital for true authentic learning and assessment.

Two studies completed by Heidi Goodrich Andrade, Principal Investigator for Project Zero Rubrics and Self-Assessment Project, examined the effect of the use of rubrics, a commonly

used authentic assessment strategy, on the writing skills of 8th grade students. Goodrich explained that assessment can be thought of as a tool that aides in learning as well as assessment. The study used an instructional rubric in this way. The instructional rubrics given to the students were concrete examples of good and poor writing. These were then used by the students as reference points for their own writing. The study took place during the 1996-97 school year and consisted of nine eighth grade classes in two middle schools in an urban area. Before writing first drafts of a persuasive essay, an autobiographical essay, and a historical fiction essay, the students in the treatment classes were given an instructional rubric. Students in the control classes were given the same writing assignments, but were not given instructional rubrics (Goodrich 2001).

The results of this study were positive. The students in the treatment group scored higher, but on only one of the three essays. Goodrich explains that these differences were "statistically significant." The findings concluded that instructional rubrics "can help students write better, but that a more intensive intervention may be necessary in order to help all students perform at higher levels consistently." Goodrich further explains:

> The size of the difference (half a point) between the treatment and control groups on the essay that showed a significant difference was educationally as well as statistically meaningful: a half-point difference on a 4-point scale is a 12.5% difference. This effect is all the more meaningful because of the minimal amount of classroom time taken by the intervention. Less than 40 minutes was spent on introducing and reviewing each rubric. Those 40 minutes may have translated into a 12.5% difference in student's scores (p.2).

This leads to the belief that more frequent use of instructional rubrics as well as more classroom time used for this purpose will generate consistently higher scores.

The Project Zero Rubrics and Self-Assessment Project also used questionnaires at the end of the study. The information gained from the questionnaires was very valuable. When asked how teachers decide whether an essay is worth an A or a B, students in the treatment group who were given instructional rubrics knew specific criteria that an essay would need to contain to be given a grade of A or a grade of B. Students in the control classes, responding to the same question, expressed that the teachers knew the qualifications, but the students themselves could not express what that criteria was (Goodrich 2001).

Because the current educational society values grades and rankings, teachers have resorted to only teaching what is measurable. In order to combat the necessary evil of grades, and attempt to assess authentically, James Bellanca devised a triple agenda classroom in which "the teacher must structure lessons so that students not only learn facts, concepts, and subject skills, but also incorporate cooperative learning as a base to develop each student's capabilities as a critical and creative thinker in search of thoughtful results" (Bellanca 1992 p. 300). Bellanca claims that a classroom environment should consist of high expectations of thinking and cooperation. In the triple agenda classroom, the teacher assigns grades to benchmarks and pre-determined criteria for an authentic learning experience. The focus of lessons in such a classroom is cooperation and thinking skills. With the focus taken off of grades, the primary objective is to be competent, cooperative thinkers. In this way, teachers can "make learning happen for every child" while keeping with the "American school psyche" that dictates that grades are essential (Bellanca 1992 p. 308).

In her article titled, Techniques for Authentic Assessment (AA), Kerka (1995) states that there are challenges that arise with the use of authentic assessment. In using AA, teachers must let go of traditional ideas of testing and be comfortable with some reversal of teacher and student roles. The use of AA requires more preparation work for teachers as goals, criteria, outcomes, and expectations must be developed clearly. Challenges also arise for students as some may not be adept in key elements of authentic assessment such as self-monitoring and reflection.

In his article, Aim for More Authentic Assessment, Wormeli claims that "effective assessment should involve the people we're evaluating" (2001, p. 1). Students should play a role in creating the assessment tools. Students should first be given examples of various assessments as models, and then asked to brainstorm others that may be used. Students can then discuss what characteristics of a product are considered good and apply them to the grading tool. In order to assess authentically, students must know what is expected of them and how they will be graded. By allowing students to take part in the creation of the assessment tools, the expectations become inherent (Wormeli, 2001).

Wormeli also discusses alternative methods of assessment and suggests various ways for students to demonstrate their knowledge. Among these suggestions are: pop-up or alphabet books, restaurant menus, journal or diary entries, radio plays, videos, games/puzzles, debates, musical compositions, murals/time lines, advertisements, speeches/oral presentations.

Maksimowicz believes the use of varied multiple intelligences in the evaluating process would aid in making assessment more authentic. She states that most learning and assessment involves linguistic and logical-mathematical abilities. Based on Gardner's theory of multiple

intelligences, there are seven intelligences. Maksimowicz claims that attempting to teach these other, less often used abilities, may make teaching, learning, and evaluating more authentic (Maksimowicz, 1993).

The discipline of social studies and history is known as being very factual based. Biemer states in her article, Trends-Social Studies- Authentic Assessment, that "if authentic assessment comes into social studies, the facts-only approach goes out" (Biemer 1993, p. 1). Students are not prepared for real life tasks by merely regurgitating facts. In real life, people are valued based on what they can do with what they know. This fact supports the idea of authentic assessment. If students are never asked to go beyond memorization of facts, they may not learn to "evaluate and use knowledge and skills to solve problems" (Biemer, 1993, p. 2).

Biemer describes a scenario of what authentic learning and assessment might look like in social studies. An authentic learning experience on the topic of the civil war may involve students bringing in "newspaper clippings that focus on a war or conflict occurring somewhere in the world today. In groups, students would decide if the action described in the article is a civil war and then they would explain their decision to the rest of the class" (Biemer, 1993, p. 2).

Project Objectives and Processes

As a result of the authentic assessment methods integrated into the reading curriculum, during the period of September 2001 to January 2002, the targeted eighth grade reading class will be assessed using a variety of methods that will show a truer picture of students' progress and abilities as measured by the various assessments used to evaluate student work during the time frame of the intervention as well as the post intervention surveys completed by the students and parents.

In order to accomplish the project objective, the following processes are necessary:

1. Multiple intelligence units that include activities and projects targeting all of the intelligences will be developed.
2. Journals, logs, and transfer pieces will be developed.
3. Rubrics, checklists, and teacher made tests for the units will be constructed.
4. Portfolios for each student will be kept for each unit.

Project Action Plan

8th Grade Reading 6 classes: Approximately 40 students

Weeks 1-5Multiple Intelligences Unit- Novel Study: <u>Roll of Thunder, Hear My Cry</u>

- Read novel, *Roll of Thunder, Hear My Cry*: whole class learning experience
- Complete Internet activity which outlines the incident of the Scottsboro Boys and write a persuasive letter to the editor of a newspaper during that time period
- While reading chapters two through four, in a log, record three incidents which show racial discrimination
- Complete an Internet tour of the Civil Rights Movement and write a research paper on an aspect of the Civil Rights Movement
- Create a web of characters
- Create a Venn Diagram comparing two characters from the novel (Pappa and Uncle Hammer)
- In task groups (groups that are formed for the purposes of one activity), plan and calculate cost of a meal using ads from a newspaper- Compare to cost of a meal during depression

- Illustrate each chapter in a log and write a summary under each illustration
- In task groups, create a stream of consciousness mind map on the topic of prejudice
- Complete an illustrated story board of the Civil Rights Movement
- In task groups, make a poster advertising the book
- In task groups, make a collage of events in history that demonstrate the theme of the novel
- Choose a character and write a journal entry from his or her perspective
- Portfolio(a collection of student work)
- Culminating event for unit: Watch movie: Roll of Thunder, Hear My Cry and compare to book

Methods of Assessment:

- Reading Readiness during independent reading of novel: *Observation Checklist*
- Complete an Internet tour of the Civil Rights Movement and write a research paper on an aspect of the Civil Rights Movement: *Checklist and Rubric*
- Complete Internet activity which outlines the incident of the Scottsboro Boys and write a persuasive letter to the editor of a newspaper during that time period: *Rubric*
- Read novel, *Roll of Thunder, Hear My Cry*: whole class learning experience: *Log, Journal, Transfer Journal, Reflective Activity, Teacher made test*
- In task groups, plan and calculate cost of a meal using ads from a newspaper- Compare to cost of a meal during depression: *Group Processing Questions*
- Portfolio: *Rubric*; *Student Self Assessment*

Weeks 6-11Multiple Intelligences Unit- Novel Study: <u>The Giver</u>

- Introduction to novel and topic: In task groups, students will brainstorm things they do every day. They will then classify each activity into three categories: 1. One that is totally their choice, 2. One in which they have some choice, 3. One in which they have no choice-The freedom to choose is an important issue in the novel they will read
- Read novel: *The Giver*: whole class learning experience
- Create base groups (groups that are formed for on going group activities such as a unit)- Create a perfect world: include name, motto, flyer-Discussion to follow
- In base groups, create a list of rules students follow at home, at school, or in their community. Divide the rules into two groups: those that they believe are important and essential and those that are not important or are unnecessary.
- Create mind map on "family"
- Write a short story with an ambiguous ending
- In base groups, research and then jigsaw (each group researches a section of information and then reports back to the larger group) the following topics: the nature of color and of the spectrum; how the human eye perceives color; what causes color blindness; what causes the body to react to any stimulus; is it possible to train the human eye so that it does not perceive color?
- In base groups, research and jigsaw a group in the U.S. that actively seeks to maintain an identity outside of the mainstream culture: The Amish or Mennonites; a Native American tribe; the Hasidic Jewish community; the Shakers

- Discuss the meanings of the following words as Lowry uses them in the context of the book: released, feelings, animals, Nurturer, stirrings, replacement child, Elsewhere.
- Discuss the way that Jonas's community uses euphemisms to distance itself from the reality of what is called "Release." Discuss how our own society uses euphemism to distance the realities of death, bodily functions, aging, and political activities.
- In base groups, students will write and perform a skit in which the characters are without freedom of choice
- American Memory Web Activity: Students will use the Internet to go to http://www.sdcoe.k12.ca.us/score/giver/giversg1.htm There, they will be given directions to complete an American Memory chart. Students will read an article on something that happened today in history and fill in the information for that column. They will do this for yesterday in history and for their birth date. This activity will help the students personalize the fact that we have a past, history. In *The Giver*, all of the past has been given to the Receiver of Memory so that no one will have to be "burdened" with the past.
- The Career Key Web Activity: Students will complete an on-line (http://www.sdcoe.k12.ca.us/score/giver/giversg1.htm) interest analysis and select two career directions. Then, they will write a resume for one of them.
- Writing a different ending tc the book Web Activity: Students will read an autobiography at, http://www.sdcoe.k12.ca.us/score/giver/giversg1.htm, on Lois Lowry, the author of *The Giver*, and write their own ending to the book.

Methods of Assessment:

- Read novel: *The Giver*: whole class learning experience: *Log, Journal, Transfer Journal, Reflective Activity, Teacher Made Test*
- Write a short story with an ambiguous ending: *Rubric*
- In base groups, research and then jigsaw the following topics: the nature of color and of the spectrum; how the human eye perceives color; what causes color blindness; what causes the body to react to any stimulus; is it possible to train the human eye so that it does not perceive color?: *Observation Checklist*
- In base groups, students will write and perform a skit in which the characters are without freedom of choice: *Rubric*
- American Memory Web Activity: *Checklist*
- The Career Key Web Activity: *Rubric*
- Writing a different ending to the book Web Activity: *Rubric*

Weeks 12-16 Literature Circles

Literature Circles will meet three days per week.

Definition: Literature Circles are small, temporary discussion groups comprised of students who have chosen to read the same story, poem, article, or book. While reading each group-determined portion of the text (either in or outside of class), each member prepares to take specific responsibilities in the upcoming discussion, and everyone comes to the groups with the notes needed to help perform that job. The circles have regular meetings, with discussion roles rotating each session. When they finish a book, the circle members plan a way to share highlights of their reading with the wider community; then they trade members with other finishing groups, select

more reading, and move into a new cycle. Once readers can successfully conduct their own wide-ranging, self-sustaining discussions, formal discussion roles may be dropped.

- Students will choose their top three novel choices from a list of about ten books. They will then be placed into a base group of three to four students who will also be reading the same novel.
- Students will create a name and motto for their group
- Each day students will be read an assigned portion of the text and complete a discussion sheet based on their role for that day: Discussion Director, Word Wizard, Summarizer, Illustrator- Students rotate roles each meeting day
- Culminating activity upon finishing the book: Each group will choose a project to complete from a list of twenty multiple intelligences geared ideas

Methods of Assessment:

- Role Sheets: *Checklist*
- Social Skills: *Observation Checklist*
- Project: *Rubric*
- Novel: *Teacher Made Test that includes question choices and graphic organizers*

Methods of Assessment

In order to assess the effects of the intervention, the various assessments used will be reviewed. Because the nature of this project, various assessments are already being used. In addition, post intervention surveys will by given to the students.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of this project was to assess the targeted eighth grade reading/language arts class using a variety of authentic assessment methods in order to show a truer picture of students progress and abilities. A variety of assessment methods were implemented within three reading and language arts units.

The first unit was a novel study on *Roll of Thunder, Hear My Cry*, a historical fiction novel. (Appendix B) Students were given a syllabus for the unit that outlined every activity and requirement within the unit. Within this unit, students were taught research skills and completed a research paper on the Civil Rights Movement. Student were given written guidelines for the paper as well as a working rubric. The rubric that would later be used to grade the research papers was the same rubric students were given to guide in writing their papers. Students completed an Internet activity on the famous Scottsboro Boy's trial and wrote a persuasive letter to the editor of a newspaper. A checklist was used to grade students' letters. Students completed summary and reflective journals on the novel. The novel was tested using a teacher made test that included matching questions, essay questions (with choices), and a compare contrast Venn diagram portion. Students were given a detailed study guide in order to prepare for the test.

Students kept a portfolio of their work from this unit, but did not complete a self-assessment as indicated in the action plan. As a culmination of the unit, students watched the movie, *Roll of Thunder, Hear My Cry*. Due to time restraints, the following activities that were outlined in the action plan were not completed: compare and contrast the cost of a meal during the great depression and today, illustrated story board of the Civil Rights Movement, make a poster advertising the book.

Students also completed a novel study on *The Giver*. (Appendix C) They were first given a simplistic syllabus outlining the main activities and assignments that were to be completed during this unit. Students were then placed into base groups to design a "perfect" world. A human graph on issues related to the themes of the novel was used. Students were given a list of journal questions-one for each chapter of the novel. They were to choose two to complete by the end of the unit. Reflective journals were also completed intermittently as we read the novel. Students were given a writing assignment in which they had to choose one of four writing topics that included writing a different ending to the novel, writing a story with an ambiguous ending (like that of the novel), writing a short, science-fiction story, or writing about a utopian society. Students were given the checklist that would be used to grade their work at the time the assignment was given. In this unit, as in the first, many of the activities in the action plan were not completed due to lack of time. The jigsaw activities and the Internet activities were not completed.

The final unit completed was literature circles. (Appendix D) Students were given summaries for eight novel titles from which they had to choose their top three choices. They were then placed into groups of three to five students who had all chosen to read the same novel. Each group then created a name and motto for their group in order to build cohesion. Students

calculated the number of pages that had to be read each night in order to complete the book in the given time frame. Each day, each member of the group read an assigned portion of the text and completed a discussion worksheet based on their role for that day. The roles included Discussion Director, Summarizer, Literary Luminator, Vocabulary Enricher, and Illustrator. Roles were rotated each day. Students discussed the novel with their group by reviewing the information they completed on their discussion sheet. Discussion role worksheets were kept in portfolios. Twice during the unit students were given self-evaluation worksheets to complete. Students were also given a group evaluation once during the unit. Reflection questions were completed as part of the unit. All work was kept in the portfolio that was graded using a rubric. Upon finishing the unit, each group chose a project to complete from a list of ten project ideas. Groups were given the rubric that would be used to grade their projects at the time the assignment was given. A test was given at the conclusion of the unit. The test consisted of five questions that were reflective in nature and applied to any of the novel as various novels were used in the unit.

Presentation and Analysis of Results

Pre-intervention surveys given to parent, teaching staff, and students informed the parties of the topic and sought to gain insight into their experiences and perceptions of the assessment process. Due to the nature of the study, post-intervention surveys were not applicable. Post-intervention data was gathered through a four-question student questionnaire that asked their opinions of the authentic assessment methods that were used during the course of the intervention. (Appendix E) The following questions were asked: 1. Do you think that having a rubric before you began an assignment helped you to do well? Why or why not? 2. Do you like being graded with a rubric? Why or why not? 3. Do you like being graded with a checklist?

Why or why not? 4. Is it important to you to always get a letter grade on an assignment? Why or why not? Table 4 details the results of the questionnaire.

During the course of the intervention, students were given the rubric that was to be used to grade the assignment at the time the assignment was given. This was to be used as a working rubric. Table 4 shows that seventy-seven percent of the students asked stated that having a rubric before beginning an assignment helped them to do well. Nineteen percent of the students thought that the working rubrics did not help them. Four percent of the students were undecided about this question. Various rationales were given in response to this question. One students who believed that the working rubric did help her to do well replied, "Yes, because I knew what you expected." Another student said, "Yes, I know what I had to do to get an A." Yet another student replied, "Yes because without it I would have been lost. It gave me organization within my subject." A student who answered no, commented, "No, because I didn't use it while I was putting my information together. It would have worked if I used it." When asked if he or she liked being graded with a rubric, 77% of the students answered yes, 8% no, and 15% were undecided. Student's explanations of their answers included, "Yes, because I understood what to do and what needs to be done."

When asked their opinion about being graded with a checklist, 58% of the surveyed students stated that they like being graded in this manner. In response to the same question, Table 4 shows that 19% of the students responded that they did not like being graded with a checklist, and 23% were undecided. When asked if it is important to always receive a letter grade on an assignment, 92% of the students answered yes, while 8% said no.

Table 4

Post-intervention student questionnaire results.

	YES	PERCENTAGE	NO	PERCENTAGE	UNDECIDED	PERCENTAGE
Question 1	20	77%	5	19%	1	4%
Question 2	20	77%	2	8%	4	15%
Question 3	15	58%	5	19%	6	23%
Question 4	24	92%	2	8%	0	0%

Despite the fact that 69% of students stated during the pre-intervention survey that they had been evaluated with rubrics at some point in time, it appeared that this was a new concept to many of them. More than three-fourths of the surveyed students found that having the rubric ahead of time helped them to do better. A higher percentage of students turned in the assignment when they were given a working rubric. Students also received higher grades on the assignments. Using a rubric ensures that all components are included for an assignment; It functions as a guideline of expectations. A working rubric is beneficial if it is used during the process of the assignment. The 19% of students who believed that having a rubric ahead of time did not help them to do well probably did not use the rubric in completing their assignment. A student who replied, "No, because I didn't use it while I was putting my information together. It would have worked if I used it," evidences this.

Students realized throughout the course of the intervention that they were being offered more information about what was expected from them. The mystery of what would be graded or "count" was taken away. Students appeared surprised at how much information they were receiving. They appeared more relaxed about the assignments given during the intervention and

did well. Students appeared to gain confidence in the knowledge of their expectations.

Seventy-seven percent of students stated that they like being graded with a rubric. It can be estimated that those who feel they did well by having the rubric before the assignment are those who fall into this majority. Those who feel they did not do well were mostly undecided about whether or not they like being graded with rubrics.

Fewer students enjoy being graded with a checklist. This finding was not surprising as it correlates with the students' overwhelming opinion that always getting a letter grade on an assignment is important. Pre and post-intervention student surveys found that nearly all students studied feel that grades are important and always getting a letter grade on an assignment is important. In lieu of a percentage or letter grade, checklists indicate components of an assignment that are not correct or those that are not complete. They may or may not include a letter grade. Nine-teen percent more students like the use of rubrics over checklists because a rubric includes a numerical score that translates into a percentage or letter grade.

While the quality of students' work improved tremendously during the intervention due to having the standards set before students ahead of time, only two students out of the twenty-six studied took advantage of the opportunity to redo and/or correct their work in order to improve his or her grade. This was unexpected because pre-intervention data showed that 77% of students redo their work in order to improve upon it.

Because authentic assessment states that students should know ahead of time the material that they will be expected to learn so as to take the mystery and anxiety out of testing, students were given study guides for the novel exam on Roll of Thunder, Hear My Cry and the Literature Circle units before beginning the units. Students initially appeared a bit confused, not about

receiving a study guide, for they have used study guides in other classes, but at receiving the study guide before beginning the unit.

Conclusions and Recommendations

Because traditional methods of assessment were primarily used at the site, the intervention of authentic assessment methods was new and innovative for the researcher and students alike. In preparing the action plan for this intervention , it was unrealistic to plan to solely use authentic methods of assessment. There are times when traditional are useful. The use of rubrics and checklists for some assignments is profitable, while the sole use of these methods was impossible to accomplish. It was for this reason that some of the activities outlined in the action plan had to be eliminated. A major aspect of authentic assessment is that many evaluations are completed to gauge students' processing of learned information. Journals, reflections, and self-evaluations stand alone as assessments and are not graded by traditional grading methods, and, yet, are beneficial indicators of student progress. This concept is hard for many educators, parents, and students to grasp because of the ingrained idea that assessment should be reflected by a letter grade.

Society and educational institutions throughout the world equate learning with grades. The ability to compare one's progress against a measurable standard is an expectation of the education process. Authentic assessment goes against this norm. In concluding the intervention of authentic assessment methods with the targeted eighth grade class, it can be said that traditional methods of evaluation and the great emphasis on grades is strongly recognized by students, and parents alike. The use of authentic assessment methods was not rejected by students but the emphasis on letter grades and percentages was never forgotten. The use of

authentic assessment methods may become more widespread if accepted and adopted at a national level. Despite this, the benefits of authentic assessment methods are extremely beneficial for students. More students are able to excel with the use of authentic learning and assessment. Authentic assessment strongly emphasizes metacognition and processing of information which is the key to learning.

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Appendices

Appendix A
Pre-Intervention Surveys

Student Survey

1. Are grades important to you?

Yes No

2. Do you think the grades on your report card reflect (show) what you know about a subject?

Yes No

3. Which of the following methods have you ever been evaluated with? Check all that apply?

___ Book Tests
___ Rubrics
___ Journals
___ Logs
___ Projects
___ Performances
___ Reflections
___ Graphic Organizers
___ Checklists
___ Portfolios
___ Student created rubrics
___ Teacher Made Tests

4. If you could replace a traditional test with one of the items below, do you think that you would be better able to show what you know about a subject?

write a song or poem — write and perform a skit
use graphic organizers — make a collage or drawing

Yes No

5. Is it important to you to know ahead of time exactly what you will need to know for a test or what you will be graded on for an assignment?

Yes No

6. Do you ever feel nervous before a test? 50

Yes No

7. Do you ever redo your work in order to improve on it?

Yes No

8. Have you ever evaluated (graded) yourself on an assignment?

Yes No

9. Have you ever been involved in deciding what the class will be graded on for an assignment?

Yes No

10. Do you think about different ways to improve in a subject area?

Yes No

Research Study on Authentic Assessment
Parent Questionnaire

Directions: Please circle the number that represents your response to each questions.

1. How satisfied are you with the way in which your child's grades are reported? (1 meaning not at all satisfied and 6 meaning extremely satisfied)

1 2 3 4 5 6

2. How meaningful are report card grades in giving you information on how your child is doing in school? (1 meaning not meaningful and 6 meaning extremely meaningful)

1 2 3 4 5 6

3. How helpful would it be to know the specific skills your child still needs to learn in each subject? (1 meaning not helpful and 6 meaning extremely helpful)

1 2 3 4 5 6

4. Do you think the grade your child receives on a report card adequately reflects what he or she knows about a subject?

Yes No

5. Are you aware of other methods of evaluating student progress that may be different than the current letter grading system (A, B, C, D, F)?

Yes No

Research Study on Authentic Assessment
Teaching Staff Questionnaire

1. Which of the following methods of **assessment** have you ever used in your classroom? Check all that apply.

___ Book Tests
___ Rubrics
___ Journals
___ Logs
___ Projects
___ Performances
___ Reflections
___ Graphic Organizers
___ Checklists
___ Portfolios
___ Student created rubrics
___ Teacher Made Tests
___ Student self-assessment

2. Which of the following methods of **assessment** do you **currently** use most often in your classroom? Check all that apply.

___ Book Tests
___ Rubrics
___ Journals
___ Logs
___ Projects
___ Performances
___ Reflections
___ Graphic Organizers
___ Checklists
___ Portfolios
___ Student created rubrics
___ Teacher Made Tests
___ Student self-assessment

3. Under each method of assessment, circle the number that represents how knowledgeable you[58] are on the use of the method as an assessment tool. 1 meaning not knowledgeable and 6 meaning very knowledgeable.

Rubric

1 2 3 4 5 6

Journals

1 2 3 4 5 6

Projects

1 2 3 4 5 6

Checklists

1 2 3 4 5 6

Portfolios

1 2 3 4 5 6

Teacher Made Tests

1 2 3 4 5 6

Performances

1 2 3 4 5 6

Logs

1 2 3 4 5 6

Student Created Rubrics

1 2 3 4 5 6

Appendix B
Roll of Thunder, Hear My Cry Unit

***Roll of Thunder, Hear My Cry* Sylabus**

A syllabus tells you what work is expected during the unit being studied.

1. Complete pre-reading worksheet
2. *Read Roll of Thunder, Hear My Cry*- Assigned reading most evenings until book is finished. Possible pop quizzes on assigned reading.
3. Begin Story Map- will be finished after story is completed
4. Write out definition of racism and prejudice and record one example for each from the story.
5. Complete two stream of consciousness mind maps (one during the beginning of the story and one towards the end).
6. Internet activity that includes writing a persuasive letter.
7. Persuasive writing graphic organizer.
8. Internet activity that includes writing a research paper on an aspect of the Civil Rights Movement.
9. Paraphrasing notes and practice work.
10. Create a Venn diagram comparing two characters.
11. In groups complete compare cost of a meal today and during the Depression (1930s).
12. Choose a character and write a journal entry from his or her perspective.
13. Final Test
14. Culminating activity: Watch movie: *Roll of Thunder, Hear My Cry* and compare to novel.
15. Keep all work in your Portfolio. At the end of the unit, we will choose the best work to keep in the portfolio and turn it in for a grade.

Name: _____

Scottsboro Letter to the Editor Paragraph Checklist

- ☐ Persuasive language used
- ☐ Few (if any) spelling and grammar mistakes
- ☐ Few (if any) punctuation and capitalization mistakes
- ☐ Convincing argument

Language Arts Civil Rights Research Paper
Due Friday, December 21, 2001

Step 1: Choose a question as your topic from the list below:

- What was the significance of the March on Washington in 1963?
- Describe the ordeal experienced by the nine students who were the first to integrate Little Rock Central High School in Arkansas in 1957.
- How did the Supreme Court's ruling in Brown vs. Board of Education change the future for African Americans?
- What event during the Civil Rights Movement had the greatest impact?

Make sure that you understand the question and attempt to answer it. Do not just talk generally about the topic.

Step 2: Review and understand what you are expected to do and how you will be graded. See rubric.

Step 3: Use reference materials from the library to take notes. For each book or other source you use, use a different sheet of paper. Write out the works cited (citation) information at the top of the paper and take notes from that source on that same paper.
Do not copy anything out of a book or other reference source!!! Write notes in your own words-Failure to follow this recommendation will result in having to re-do your paper!

Step 4: Use your notes to put together your paper. You must have an introduction and a conclusion. You may add some of your own thoughts to make the paper interesting and give it flare- Especially in the intro and conclusion.

Step 5: Proofread your first draft. Have a couple of people check it over for mistakes.

Step 6: Complete a Works Cited Page. Include any resource where you got information.

Step 7: Type your final copy. Check it over again. Gather together your final copy, works cited page, first draft, and notes and staple together.

Paper Requirements:

- 2 typed pages double spaced
- Font 12 –NO LARGER! (12 is the font on this page)
- No fancy font letters
- Do not skip extra spaces between paragraphs
- Use spell check

You will turn in the following:

- Final copy
- Works Cited Page
- First draft
- Notes

Use your Rubric to help you know what to do to get maximum points!

Forest Park Middle School
Civil Rights Movement Research Paper

Name: _____ Teacher: Mrs. Bullens

Date : _____ Title of Work: _____

	Criteria				Points
	1	2	3	4	
Organization	No clear intro or conclusion. Information is disorganized.	Either intro or conclusion missing. Information is organized, but paragraphs not well-written.	Paper has intro and conclusion. Information is organized with well-written paragraphs.	Intro and conclusion very clear. Student's own ideas added for flare. Information very well organized with very good paragraphs.	____ x3
Quality of Information	Topic question not answered. Information has little or nothing to do with the main topic.	Topic question answered, but not enough details given.	Topic question answered. Most information relates to the topic.	Topic question answered clearly. Information clearly relates to the main topic.	____x2
Paraphrasing	Information is not in student's own words. Evidence of plagarism.	Some information is paraphrased, but sentences are not clear.	Most information paraphrased well.	Paraphrasing is excellent. Information in student's own words. Meaning is clear.	____x3
Grammar and Spelling	Many grammatical, spelling, or punctuation errors.	A few grammatical, spelling, or punctuation errors.	Almost no grammatical, spelling, or punctuation errors.	No grammatical, spelling, or punctuation errors.	____x2

Notes/First Draft/Works Cited	Notes, First Draft, and Works Cited not turned in.	Notes and/or Works Cited turned in but with mistakes.	Notes, First Draft, and Works Cited turned in. Few mistakes.	Notes, First Draft, and Works Cited turned in with no mistakes.	____	67

Total----> ____

Teacher Comments:

Grading Scale:

44-38 A
37-31 B
30-24 C
23-? NOT YET

Roll of Thunder, Hear My Cry Study Guide

50 points

Due Tuesday: Prepare answers on a separate sheet of paper.

68

Part 1: Know who the following characters are: (3 points each)

- Cassie Logan
- T.J.
- Uncle Hammer
- Jeremy
- Mr. Jamison
- Mr. Wallace
- Mr. Granger
- Mr. Simms
- Papa
- Big Ma

Part 2: You will be asked to choose two characters to compare and contrast using a Venn diagram. You may choose any two. (20 points)

Part 3: Essay Questions: Select two of the following questions to answer. Your answers will be evaluated on the following criteria: (25 points each)

- Spelling, punctuation and grammar
- At least three details from the story
- Completeness (all parts answered)
- Accuracy of information

1. Define prejudice and racial discrimination. Give examples from the novel and other incidents throughout the novel.
2. Predict how history would have been different if racial discrimination had never been an issue for African-Americans.
3. Explain why the Logan family is memorable.
4. Adults in the novel provide both positive and negative role models. Do you agree or disagree? Explain.
5. The title of the novel is based on the following poem:

   Roll of thunder hear my cry. Over the water bye and bye. Ole man comin' down the line.

   Whip in hand to beat me down. But I ain't gonna let him turn me 'round.

   How does this poem relate to the novel. Give examples.

Name:_____

Roll of Thunder, Hear My Cry Test

Grading Scale: **100-93** **A**
92-83 **B**
82-70 **C**
69-0 **NOT YET**

MATCHING QUESTIONS (3 points each)

DIRECTIONS: Match the character from Column B that fits the description in Column A.

Column A

1. Makes a flute for Stacey _____
2. Lives in Chicago _____
3. Store owner _____
4. Injures leg _____
5. A school teacher _____
6. Hopes to regain Logan family's plantation _____
7. Story's central character _____
8. A lawyer _____
9. Taken into custody at end of book _____
10. Demands an apology from Cassie _____

Column B

A. Cassie Logan
B. T.J.
C. Uncle Hammer
D. Ma
E. Jeremy
F. Mr. Jamison
G. Mr. Wallace
H. Mr. Granger
I. Mr. Simms
J. Papa
K. Big Ma

Venn Diagram (20 points)

Directions: Choose two characters from the novel and compare and contrast them using the Venn Diagram below.

Essay Questions (25 points each)

Directions: Select two of the following questions to answer. Use a separate sheet of paper to write your answers. Your essay will be evaluated on the following criteria:

- Spelling, punctuation and grammar
- At least three details from the story
- Completeness (all parts answered)
- Accuracy of information

Select two questions:

1. Define prejudice and racial discrimination. Give examples from the novel.
2. Predict how history would have been different if racial discrimination had never been an issue for African-Americans.
3. Explain why the Logan family is memorable.
4. Adults in the novel provide both positive and negative role models. Do you agree or disagree? Explain.
5. The title of the novel is taken from the following poem:

   Roll of thunder hear my cry. Over the water bye and bye. Ole man comin' down the line. Whip in hand to beat me down. But I ain't gonna let him turn me 'round.

How does this poem relate to the novel. Give examples.

Appendix C
The Giver Unit

The Giver Unit

1. Quizes after most assigned chapters
2. Project- see list and rubric
3. Reading Counts Giver Test
4. Journals

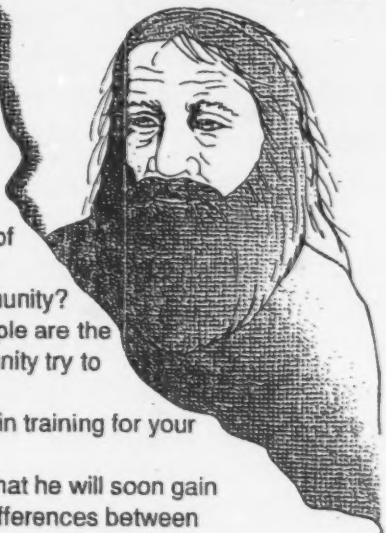
DESIGN A PERFECT WORLD 73

IN YOUR GROUP, DESIGN A "PERFECT" WORLD. INCLUDE THE FOLLOWING:

- NAME
- SYSTEM OF GOVERNMENT
- LAWS
- PHYSICAL DESCRIPTION OF THE WORLD
- WHAT PEOPLE ARE LIKE
- HOW ITS PEOPLE SPEND THEIR DAYS

YOU WILL HAVE IST AND 6TH PERIOD TO COMPLETE. COMPLETE ALL WORK ON CHART PAPER. BE PREPARED TO PRESENT.

Think About It



Chapter 1: At the end of the evening meal, each person in the community must share his feelings with the members of his family unit. What is significant about this ritual?
Chapter 2: What do you think are the advantages and disadvantages of being given a lifetime job?
Chapter 3: Do you think public humiliation is a good method of punishment? Why or why not?
Chapter 4: How would you describe *release* in Jonas's community?
Chapter 5: Jonas says that it is better to talk about ways people are the same instead of different. In what ways does Jonas's community try to avoid differences?
Chapter 7: Would you like to be considered an adult and begin training for your lifetime job at the age of 12? Explain.
Chapter 8: Jonas is said to have *intelligence*. He's also told that he will soon gain the *wisdom* he needs for his job. What do you think are the differences between *intelligence* and *wisdom?*
Chapter 9: Do you think lying is necessary to keep a "perfect" society going?
Chapter 11: The Giver tells Jonas that he has great honor, but it is not the same as power. Which do you think is more important: honor or power? Explain.
Chapter 13: Jonas says that he and The Giver have to protect people from making the wrong choices. What do you gain or lose by making a wrong choice?
Chapter 14: Why do you think Jonas loses memories when he shares them with Gabriel?
Chapter 15: If given the choice, would you choose a pain-free life without memories, or a life filled with memories and pain? Explain.
Chapter 17: Throughout the story, citizens apologize for mistakes; but they never say, "I'm sorry." Do you think there is a difference between saying, "I apologize," and "I'm sorry"? If so, what is the difference?
Chapter 18: The author ends this chapter by saying that The Giver's thoughts were elsewhere and his eyes looked troubled. Reread the last paragraph in this chapter. What do you think The Giver is thinking about?
Chapter 19: Jonas's community focuses on sameness; yet they don't believe that there should be two identical people, twins, in the community. What might be the community's reasons for thinking this way?
Chapter 20: What are your thoughts on Jonas's escape plan?
Chapter 21: What do you think will happen in the community now that Jonas has left? What do you think The Giver will do to help?
Chapter 22: Jonas begins to experience some of the things that the community did not have to worry about, such as hunger, pain, and poor weather. Do you see any advantages to a community like Jonas's? Are the advantages worth dealing with the disadvantages?
Chapter 23: Explain in your own words how this book ends.

BEST COPY AVAILABLE

Mrs. Bullens
The Giver
Writing Assignment

Directions: Choose one of the following writing prompts:

1. Write a different ending to The Giver.
2. Write a story with an ambiguous ending (like that of The Giver).
3. Write a short, Science-Fiction story.
4. Write a story about a "utopian" society (world).

Use the checklist below to help you write. I will grade your writing using this same checklist.

___ Paper is one page typed, font 12
___ Correct paragraphs are used
___ Minimal to no grammar mistakes
___ Minimal to no spelling mistakes
___ Story is clear and easy to understand
___ There are enough details to create a clear picture for the reader

Final Draft Due: Thursday, February 7th

The Giver Writing Assignment Checklist

** The goal is to have every number checked off.

1. ____ One typed page
2. ____ Font 12
3. ____ No major grammar mistakes.
4. ____ No major spelling mistakes.
5. ____ Story is clear and easy to understand.
6. ____ There are enough details to create a clear picture for the reader.

Appendix D
Literature Circles Unit

Name: _____ Period 1 or 2

Literature Circle Novel List

1. ***Out of the Dust*** by Karen Hesse
   A terrible accident has transformed Billie Jo's life, scarring her inside and out. Her mother is gone. Her father can't talk about it. And the one thing that might make her feel better-playing the piano- is impossible with her wounded hands. To make matters worse, dust storms are devastating the family farm and all the farms nearby. While others flee from the dust bowl, Billie Jo is left to find peace in the bleak landscape of Oklahoma- and in the surprising landscape of her own heart.

2. ***Outsiders*** by S.E. Hinton
   Ponyboy is fourteen, tough and confused, yet sensitive behind his bold front. Since his parents' death, his loyalties have been to his brothers and his gang, the rough, swinging, long-haired boys from the wrong side of the tracks. When his best friend, Johnny, kills a member of a rival gang, a nightmare of violence begins and swiftly envelops Ponyboy in a turbulent chain of events.

3. ***The Contender*** by Robert Lipsyte
   Alfred is scared. He's a high school dropout and his grocery store job is leading nowhere. His best friend is sinking further into drug addiction. Some street kids are after him for something he didn't even do. So Alfred begins going to Donatelli's Gym, a boxing club in Harlem that's trained champions. There he learns it's the effort, not the win, that makes the man, the last desperate struggle to get back on your own feet when you though you were down for the count.

4. ***Walk Two Moons*** by Sharon Creech
   As Sal entertains her grandparents with Phoebe's outrageous story, her own story begins to unfold-the story of a thirteen-year-old girl whose only wish is to be reunited with her missing mother. "How about a story? Spin us a yarn." Instantly, Pheobe Winterbottom came to mind. "I could tell you an extensively strange story, I warned." Oh, good!" Gram said. "Delicious!" And that is how I happened to tell them about Phoebe, her disappearing mother, and the lunatic.

5. ***Holes*** by Louis Sachar
   Stanley Yelnat's family has a history of bad luck, so he isn't too surprised when a miscarriage of justice sends him to a boys' juvenile detention center, Camp Green Lake. There is no lake- it has been dry for over a hundred years- and it's hardly a camp: as punishment, the boys must each dig a hole each day, five feet deep, five feet across, in the hard earth of the dried-up lake bed. The Warden claims that this pointless labor builds character, but that's a lie. Stanley must try to dig up the truth. This book is hysterical, unpredictable and holds the interest of its reader.

6. ***The View from Saturday*** by E.L Konigsburg
   How did Mrs. Olinski, returning to teaching ten years after being paralyzed in an automobile accident, choose these four to be her sixth-grade Academic Bowl team? And how did this unlikely foursome become even unlikelier champions, in far more than just the state middle school competition? This book is a "rich and rewarding journey that answers these questions and raised many more. (Newbery Award Winner)

7. ***The Call of the Wild*** by Jack London
   Buck's teeth clamp on his rival's throat like the jaws of a steel trap. It's a fight to the death. Stolen from his home, whipped and brutalized, Buck quickly learns the harsh law of survival among the men and dogs of the gold-crazed North. His intelligence, courage, and cunning make him a feared leader. And when he finds the one man he can love and trust- it may be too late! Buck's story has been called one of the best dog stories ever written.

8. ***The Watson's Go To Birmingham- 1963*** by Christopher Paul Curtis
Enter the hilarious world of ten-year-old Kenny and his family, the Weird Watsons of Flint, Michigan. There's Momma, Dad, little sister Joetta, Kenny, and Byron, who's thirteen and "an official juvenile delinquent." When Momma and Dad decide it's time for a visit to Grandma, Dad comes home with the amazing Ultra-Glide, and the Wastsons set out on a trip like no other. They're heading south. They're going to Birmingham, Alabama, toward one of the darkest moments in American history.

1st Choice:_____

2nd Choice: _____

3rd Choice: _____

Summarizer

Name _____ Group _____ 79
Book _____
Meeting Date _____ Assignment : Pages ____ to ____

Summarizer: Your job is to prepare a brief summary of today's reading. Your group discussion will start with your 1-2 minute statement that covers the key points, main highlights and general idea of today's reading assignment.

Summary:

_____
_____
_____
_____
_____

Key Points:

1. _____
2. _____
3. _____
4. _____

Connections: **What did today's reading remind you of?**

_____
_____

Discussion Director

Name _____ 80

Group _____

Book _____

Assignment p _____-p _____

Discussion Director: You job is to develop a list of questions that your group might want to discuss about this part of the book. Don't worry about the small details: your task is to help people talk over the big ideas in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read,which you can list below, during or after your reading. Or you may use some of the general questions below to develop topics for your group.

Possible discussion questions or topics for today:

1 _____

2. _____

3. _____

4. _____

5. _____

Sample questions:

What was going through your mind while you read this?
How did you feel while reading this part of the book?
What was discussed in this section of the book?
Can someone summarize briefly?
Did today's reading remind you of any real-life experiences?
What questions did you have when you finished this section?
Did anything in this section of the book surprise you?
What are the one or two most important ideas?
Predict some things you think will be talked about next.

Topic to be carried over to tomorrow _____

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Illustrator

81

Name _____ Group _____
Book _____
Meeting Date _____ Assignment : Pages _____ to ___

Illustrator: Your job is to draw some kind of picture related to the reading. It can be a sketch, cartoon, diagram, flow chart or stick-figure scene. You can draw a picture of something that's discussed specifically in your book, or something that the reading reminded you of, or a picture that conveys any idea or feeling you got from the reading. Any kind of drawing or graphic is okay - you can even label things with words if that helps. **Make your drawing on this paper. If you need more room, use the back.**

Connections: **What did today's reading remind you of?**

_____

_____

Literary Luminary

82

Name _____

Group _____

Book _____

Assignment p _____- p_____

Literary Luminary: Your job is to locate a few special sections of the text that your group would like to hear read aloud. The idea is to help people remember some interesting, powerful, funny, puzzling, or important sections of the text. You decide which passages or paragraphs are worth hearing, and then jot plans for how they should be shared. You can read passages aloud yourself, ask someone else to read them, or have people read them silently and then discuss.

Location	Reason for Picking	Plan for Reading
1. Page		
Paragraph		
2. Page		
Paragraph		
3. Page		
Paragraph		
4. Page		
Paragraph		

Possible reasons for picking a passage to be shared:

Important; Informative

Surprising; Controversial

Funny; Well written

Confusing; Thought-provoking

Other: _____

Topic to be carried over to tomorrow _____

Vocabulary Enricher

Name _____

Group _____

Book _____

Assignment p _____-p _____

Vocabulary Enricher: Your job is to be on the lookout for a few especially important words in today's reading. If you find words that are puzzling or unfamiliar, mark them while you are reading, and then later jot down their definition, either from a dictionary or some other source. You may also run across familiar words that stand out somehow in the reading-words that are repeated a lot, used in an unusual way, or key to the meaning of the text. Mark these special words too, and be ready to point them out to the group. When your circle meets, help members find and discuss these words.

Page No. & Paragraph	Word	Definition	Plan

Topic to be carried over to tomorrow _____

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Literature Circle Debriefing

Name_____ Date_____

Title_____ Author_____

My Group:

Today's discussion was_____

because_____

_____

_____

We could improve by_____

_____

_____

Me:

My attitude in literature circles today was_____

because_____

_____

My participation was _____

because_____

_____

I could improve by/if_____

_____

_____

_____

Literature Circle Project List

1. Write a quiz for each chapter of your novel and a final exam covering the entire book. The questions should be varied: essay, short answer, multiple choice, matching, true/false.

2. Use large sheets of butcher paper to illustrate each chapter of the book. Write a short summary for each chapter below the illustration.

3. Write two more chapters for your novel continuing where it left off.

4. **A.** Write a letter to a character in the book. Each person in the group must write a letter to a different character. Must be typed font 12, double spaced, one full page **B.** Make a travel brochure advertising the setting of the story. This can be done as a group.

5. Create a newspaper about the book with feature articles (as many as you have group members) that tell the main events of the story. Include all aspects of a newspaper--comics, ads, weather, letter to the editor, headlines and pictures. All articles should be typed, font 12, double spaced, one full page.

6. **A.** Write a story about one of the character's lives twenty years from now. Each person in the group must write one full page on a different character. Must be typed font 12, double spaced, one full page. **B.** Use magazine photos to make a collage about the story.

7. **A.** Make a poster advertising your book so someone else will want to read it.
B. Tape record yourself retelling the story in your own words. Each person in the group should do this at home. In class, listen to each other's tape. Choose two to play at the presentation.

8. **A.** Choose five "artifacts" from the book that best illustrate the happenings and meanings of the story. Write a paragraph for each artifact telling why you chose it and how it pertains to the story. Must be typed font 12, double spaced. **B.** Act out a scene from the book. Plan it well, and practice with your group.

9. **A.** Write a FULL (physical, emotional, relational) description of three characters in the book. Must be typed font 12, double spaced, one full page for each character. **B.** Draw a portrait to accompany each description.

10. **A.** Write a perform an original song that tells the story of the book. **B.** Be a TV or radio reporter, and give a report of a scene format he book as if it is happening "live."

Literature Circle Exam

Directions: On a separate sheet of paper, answer the following questions in complete sentences. Be detailed and thorough and give examples.

1. Discuss what you believe to be the two most important events in the novel you read. Why?

2. Compare and contrast two characters from the novel. Include their personal traits as well as how they reacted to situations in the story.

3. How did the novel end? Was it predictable or were you surprised?

4. Summarize the events in the story.

5. Would you recommend this book to a friend? Why or why not?

LITERATURE CIRCLE FOLDERS PER. 2

9 LIT CIRCLE ROLE SHEETS (2 POINTS EACH)

2 LIT CIRCLE DEBRIEFING SHEETS (1 POINT EACH)

1 SELF-EVALUATION (1 POINT)

QUESTIONS (1 POINT)

TOTAL POSSIBLE POINTS 22

GRADING SCALE

22-19	A
18-15	B
14-11	C

LITERATURE CIRCLE FOLDERS PER. 2

9 LIT CIRCLE ROLE SHEETS (2 POINTS EACH)

2 LIT CIRCLE DEBRIEFING SHEETS (1 POINT EACH)

1 SELF-EVALUATION (1 POINT)

QUESTIONS (1 POINT)

TOTAL POSSIBLE POINTS 22

GRADING SCALE

22-20	A
18-16	B
14-11	C

Appendix E
Post-Intervention Student Questionnaire

Post-Intervention Student Questionnaire

1. Do you think that having a rubric before you began an assignment helped you to do well? Why or why not?

2. Do you like being graded with a rubric? Why or why not?

3. Do you like being graded with a checklist? Why or why not?

4. Is it important to you to always get a letter grade on an assignment? Why or why not?

Appendix F
Parent Consent Form

Consent to Participate in a Research Study

Authentic Assessment: Change for the Future

Dear Parent or Guardian,

I am currently enrolled in a master's degree program at Saint Xavier University. This program requires me to design and implement a project on an issue that directly affects my instruction. I have chosen to examine the topic of authentic assessment.

The purpose of this project is to implement new methods of assessing students' progress and abilities. It will help your child in many ways. Using different ways of assessing student work will allow for more students to be successful in school by allowing students to show what they know about a subject in a variety of ways.

I will be conducting my project from September 2001 to January 2002. The activities related to the project will take place during regular instructional delivery. The gathering of information for my project during these activities offers no risks of any kind to your child.

Your permission allows me to include your student in the reporting of information for my project. Your child will also be asked to sign a consent form. All information gathered will be kept completely confidential, and information included in the project report will be grouped so that no individual can be identified. The report will be used to share what I have learned as a result of this project with other professionals in the field of education.

Participation in this study is completely voluntary. You may choose to withdraw from the study at any time. If you choose not to participate, information gathered about your student will not be included in the report.

If you have any questions or would like further information about my project, please contact me at 708-366-5703.

If you agree to have your student participate in the project, please sign the attached statement and return it to me. I will be happy to provide you with a copy of the statement if you wish.

Sincerely,

Mrs. D. Bullens

PLEASE RETURN THE ATTACHED STATEMENT TO ME BY September 20th.

Consent to Participate in a Research Study

Authentic Assessment: Change for the Future

I, _____, the parent/legal guardian of the minor named below, acknowledge that the researcher has explained to me the purpose of this research, identified any risks involved, and offered to answer any questions I may have about the nature of my child"s participation. I freely and voluntarily consent to my child"s participation in this project. I understand all information gathered during this project will be completely confidential. I also understand that I may keep a copy of this consent form for my own information.

NAME OF MINOR:_____

Signature of Parent/Legal Guardian
(Date):_____

Appendix G
Student Consent Form

Student Written Consent Form

I understand why this research is being done. I understand how it may help me or other children and any discomforts it may cause me. I have been told that I don't have to give an answer if I do not want to and that I can stop the interview at any time for any reason. I understand that my choice to participate or not participate will not affect my grade. All the questions I had about this study have been answered. I would like to take part in this study.

_____ _____

Name of Minor Participant Date

_____

Witness (Signature)

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Office of Educational Research and Improvement (OERI)
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Sign here, → please

Signature: D. Bullens

Printed Name/Position/Title: Student/FBMP

Organization/Address: Saint Xavier University
3700 W. 103rd St. Chgo, IL

Telephone: 708-802-6219 FAX: 708-802-6208

E-Mail Address: crannell@sxu.edu Date: 4-21-02

William Crannell, Ed.D.

(over)

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